COLLEGEWIDE COURSE OUTLINE OF RECORD

NRSG 122, INTRODUCTION TO ASN TRANSITION

COURSE TITLE: Introduction to ASN Transition
COURSE NUMBER: NRSG 122
PREREQUISITES: Admission to the ASN Program
PRE/COREQUISITE: APHY 102 Anatomy and Physiology II
COREQUISITES: NRSG 123 Paramedic Transition to ASN Lab/Clinical; OR NRSG 125 LPN Transition to ASN Lab
SCHOOL: Nursing
PROGRAM: Nursing
CREDIT HOURS: 5
CONTACT HOURS: Lecture: 5
DATE OF LAST REVISION: Fall, 2018
EFFECTIVE DATE OF THIS REVISION: Fall, 2019

CATALOG DESCRIPTION: Examines the transition to the role of the registered nurse. Identifies components of the nursing program philosophy. Provides an overview of the five components of the nursing process while emphasizing the assessment component. Reviews etiology, pathophysiology, clinical manifestations, and the diagnostic testing of common alterations in health within the context of all body systems. Explores application of the nursing process to care of adults experiencing increasingly complex health disorders.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Discuss the roles of the licensed practical nurse and associate degree registered nurse in relation to coordination and continuity of care as members of the inter/intraprofessional health care team. (SLO 1, 5, 7)
2. Describe professional, legal and ethical guidelines, to provide collaborative, safe, culturally competent, and holistic patient-centered care. (SLO 1, 7)
3. Apply the principles of the nursing process within the context of the wellness-illness continuum across the lifespan. (SLO 4)
4. Describe principles of nursing documentation and use of technology including the electronic health record. (SLO 3)
5. Demonstrate principles of drug dosage calculation. (SLO 1, 7)
6. Identify basic nutritional concepts. (SLO 4)
7. Describe concepts utilized to promote a culture of caring and advocacy, respect for individual patient preferences, and respect for individual values and needs. (SLO 6)
8. Describe physiological, psychosocial, cultural, intellectual, and spiritual components of patient needs to improve quality and safety of patient care in a variety of health care settings and across the lifespan. (SLO 2)
9. Integrate Quality and Safety Education for Nurses (QSEN) competencies as they relate to collaborative, safe, culturally competent, and holistic patient-centered care. (SLO 1, 7)
10. Describe the etiology, pathophysiology and clinical manifestations of common and increasingly complex alterations in health. (SLO 2)

11. Describe current techniques and strategies for assessing and providing evidenced based nursing care to adults with alterations in health. (SLO 4)

12. Describe the ordered plan of treatment of adults experiencing non-complex and increasing complex alterations in health. (SLO 2, 4)

13. Prioritize health teaching needs of adults and their significant others while providing care in a collaborative, safe, culturally competent, and holistic patient-centered environment. (SLO 1, 2, 5, 7)

COURSE CONTENT: Topical areas of study include -

Philosophical concepts related to individuals, environment, nursing, health, and the nursing education process
  Managing Care
  Safety
  QSEN
  Cultural Diversity
  Communication

Clinical Decision Making
  Inflammation and Infection

Etiology, pathophysiology, clinical manifestations and diagnostic testing

Identification and prioritization of nursing problems and utilization of the Nursing Process

Nursing care and ordered plan of treatment

Perioperative care

Common alterations in health: cellular regulation, mobility, tissue integrity, urinary function, digestive, gastrointestinal, metabolism, fluids and electrolytes, acid base balance, perfusion, neurological function, reproduction, sensory perception and oxygenation

Dosage calculation

HOW TO ACCESS THE IVY TECH COMMUNITY COLLEGE LIBRARY:

The Ivy Tech Library is available to students’ on- and off-campus, offering full text journals and books and other resources essential for course assignments. Go to [http://www.ivytech.edu/library/](http://www.ivytech.edu/library/) and choose the link for your campus.

ACADEMIC HONESTY STATEMENT:

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or
distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

ATTENDANCE:

Students are expected to attend and participate regularly in class meetings, online learning activities and other activities assigned as a part of a course of instruction. Faculty are required to report student participation in compliance with institutional policies and federal financial aid guidelines. Faculty and staff shall be sensitive to students’ religious beliefs and observances, including an expectation that instructors make reasonable arrangements when a student must miss an exam or other academic exercise due to their religious observance. When notified in advance, and when possible, faculty will make allowances for students to make up missed work.

COPYRIGHT STATEMENT:

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ADA STATEMENT:

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

TITLE IX STATEMENT:

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at https://www.ivytech.edu/prevent-sexual-violence/index.html.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.
If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at https://www.ivytech.edu/prevent-sexual-violence/index.html under Confidential Employees and/or Community Resources.